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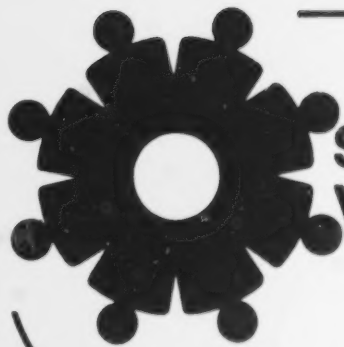
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ABSTRACT

This report presents case studies that examine more than 30 examples of public-private partnerships involving vocational-technical education in Minnesota. These case studies address the nature and scope of private sector involvement in vocational technical education in Minnesota, who benefits and why, conditions that contribute to successful private sector involvement, and what should be done to sustain and expand successful private sector involvement. Chapter 1 discusses the meaning and some of the dimensions, development patterns, objectives, and types of partnerships involved in vocational technical education. Chapter 2 examines the civic or grassroots partnership, which is distinguished by the simplicity of its agreement. Chapter 3 focuses on the partnerships represented by advisory committees for vocational programs. Multigenerational partnerships are addressed in chapter 4. These are arrangements that originated as simple civic partnerships and evolved over time into entirely new areas of voluntary cooperation. Chapter 5 tells of partnerships specifically designed to promote vocational equity by providing service to targeted populations and ensuring vocational equity. Chapter 6 focuses on complex statewide partnerships for which the community of interest is Minnesota as a whole. Chapter 7 returns to the four issues posed for this study and offers observations and conclusions. (YLB)

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State Council on Vocational Technical Education

STATE OF MINNESOTA

ED 297175

Partnership Initiatives Involving Vocational Technical Education in Minnesota

March, 1988

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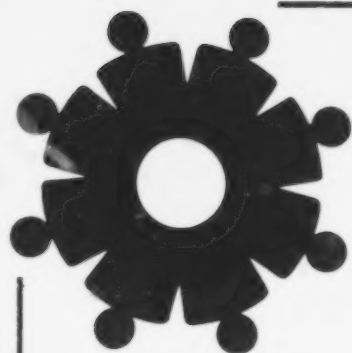
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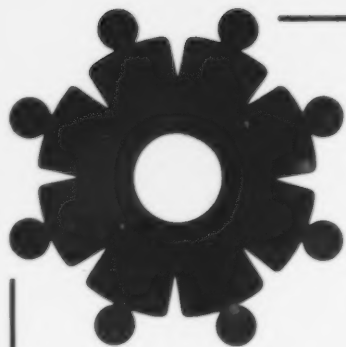
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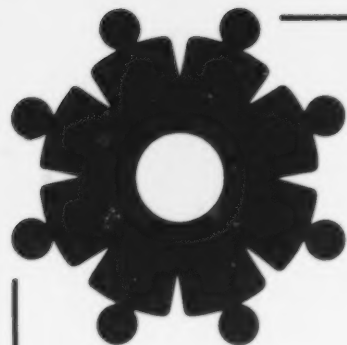
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PARTNERSHIP INITIATIVES INVOLVING
VOCATIONAL TECHNICAL EDUCATION IN MINNESOTA

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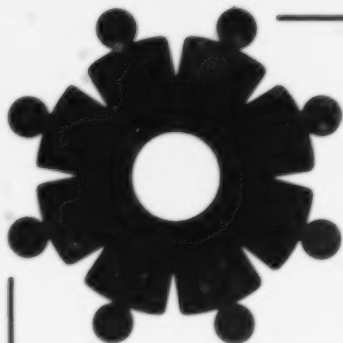


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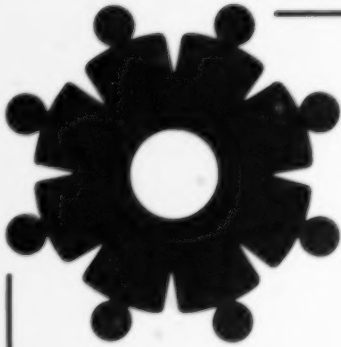


ACKNOWLEDGMENTS

The State Council on Vocational Technical Education requested, for this study, that the vocational administrators in Minnesota's secondary and postsecondary educational institutions submit examples of successful public-private partnerships involving vocational technical education. More than 30 examples were identified. These examples provided the base for the case studies subsequently developed for this report.

In developing the case studies, interviews were conducted with administrators, teachers, and others directly affiliated with the educational institutions and with other individuals involved with the partnerships, namely representatives of agriculture, business, industry, labor, public and private non-profit institutions, and government agencies.

The cooperation and assistance of all those individuals who participated in this study were central to the development of the case studies and, in turn, to the completion of this report. The Council expresses its appreciation to all who helped.



EXECUTIVE SUMMARY

Evident in successful public-private partnerships involving vocational technical education is leadership with a clear vision of objectives to be obtained, a shared commitment of the partners to the common good, and a healthy sense of community pride and determination. In other words, there is an expressed concern among community interests about a need to be addressed, coupled with the will to muster and commit time, talent, and money to enhance the community's human resources and economic development. Evident also is the expectation of each partner to benefit in some way.

More than 30 examples of public-private partnerships involving vocational technical education in Minnesota are examined in the case studies presented in this report. The case studies suggest that public-private partnerships are not a recent development in vocational technical education in the state. Rather these partnerships represent a body of knowledge and experience acquired over the years. It is, moreover, knowledge and experience on which to draw to sustain and enhance private sector participation in vocational technical education.

Partnerships between the public and private sectors are currently viewed as a key to strengthening public education at the elementary, secondary, and post-secondary levels. This view is shared by public policy makers and leaders in the private sector and the education community. These partnerships are seen as a potentially effective means by which both sectors can work together to maximize the effective deployment of society's resources to define and achieve educational objectives.

The statutory obligations of the State Council on Vocational Technical Education reflect this current emphasis on public-private partnerships. Among its duties, the Council is to advise on (a) initiatives the private sector could undertake to assist in program modernization, (b) procedures to enhance employer and employee participation in vocational technical education, and (c) program improvements that emphasize business and labor concerns.

Although the potential of public-private partnerships to strengthen vocational technical education has been demonstrated time and again, the Council's obligations suggest public policy objectives to improve not only the operational effectiveness of these partnerships but also their effectiveness in enhancing the educational quality and labor market responsiveness of vocational

programs. The suggested policy objectives are complex and require examination from a number of perspectives.

Scope of the Partnership Study

This study focused on successful partnerships involving vocational programs in Minnesota's high schools, secondary cooperative centers, and technical institutes. Citing the partnerships as successful means that they achieved their objectives relative to the initial and continuing preparation of youth and adults for work and family roles. Partnerships were defined as voluntary, cooperative agreements, either formal or informal, between two or more partners, with each contributing a portion of the human and material resources required to plan and carry out programs that serve their mutual interests. The mere exchange of products and services for money was not considered to be a partnership.

The partnerships were sorted into five groups. The first group comprises civic partnerships. These are partnerships at the grassroots. Civic partnerships are local initiatives that represent the voluntary, cooperative efforts of community interests to address a mutual concern. The partnerships are simple, often informal, arrangements among the partners. No state or federal law mandates these partnerships. They are established entirely at the will of the partners and exist solely because the partners find them beneficial. The Belle Plaine Partnership--an arrangement involving the Belle Plaine Cooperative, the Belle Plaine State Bank, and the Belle Plaine Chapter of the Future Farmers of America (FFA)--is cited as a classic example of a civic partnership. Other examples are found in Anoka, Bloomington, Central Minnesota, Roseville, and St. Louis Park.

The second group of partnerships includes the advisory committee for vocational programs. Found throughout Minnesota in high schools, secondary cooperative centers, and technical institutes, these committees represent the most widely-used partnerships involving vocational technical education. The committees are specifically established to provide a formal, structured means whereby employers and employees in both the public and private sectors advise on the curriculum. Program advisory committees at Albert Lea, Austin, East Grand Forks, Granite Falls, Eden Prairie, Brooklyn Center, and Willmar illustrate the potential of effective advisory committees.

The third group comprises multi-generational partnerships. These are arrangements that originated as simple civic partnerships and evolved over time into entirely new areas of voluntary cooperation, unforeseen by the original partners. The evolution of multi-generational partnerships at New Ulm, Faribault, and Rochester suggests that one successful endeavor opens the door to others.

The fourth group consists of partnerships specifically designed to promote vocational equity by providing service to targeted populations. These partnerships address directly the particular educational requirements of a number of groups, including displaced farmers and other workers; older workers; persons with mental, physical, or sensory disabilities; and women,

people of color, and others who strive to overcome social, economic, cultural, and educational disadvantages. Examples of partnerships to serve targeted populations are found in Intermediate School District 287, St. Paul, Hibbing, Eveleth, and Minneapolis. These partnerships indicate the diversity of the groups served and signal the societal commitment to vocational equity.

The fifth group includes complex statewide partnerships for which the community of interest is Minnesota as a whole. Compared to civic partnerships, complex statewide partnerships tend to involve a greater number of partners of diverse backgrounds, corporate and individual; are much more highly structured, legally and administratively; and address needs and conditions on a statewide basis. Representative of these partnerships are the Grandview Conferences, the Minnesota Vocational Technical Trust Association, and the Minnesota Quality and Productivity Initiative. These partnerships, although they take on varying levels of bureaucracy, exemplify, as do simpler arrangements, the voluntary, cooperative efforts of partners to address a mutual concern.

Sorting the partnerships into groups proved useful, if for no other reason than to provide a framework for organizing the information. The exploratory nature of this study is reflected, moreover, in the use of case studies. Case studies are particularly appropriate when basic definitions, themes, and issues are being sought. That was the situation in this study. However, using case studies and focusing on successful partnerships presented some limitations, including no examination of either partnerships that floundered or localities where partnerships may be less prevalent. Nevertheless, the case studies do provide information that suggests overall the nature, scope, and beneficiaries of public-private partnerships; indicates conditions that contribute to their being successful; and suggests measures to sustain and enhance them.

Although the study was couched in terms of private sector initiatives involving vocational technical education, they were not examined to the exclusion of those of the public sector. Addressing both was a practical consideration. Initiatives of both sectors are important and complement each other, with initiatives in one sector serving to inspire initiatives in the other. It may not always be evident which sector initiated a particular program. It is, however, of greater consequence to know that these initiatives are taken, whatever the source, and that they contribute to defining and achieving significant educational objectives.

Types of Partnerships

Regarding the nature and scope of private sector involvement, public-private partnerships range from simple agreements, sealed with a handshake between two partners to address a local need, to complex multi-partner arrangements bound in legal documents and governed by boards of directors to address statewide concerns. The Belle Plaine Partnership is distinguished as much by the simplicity of its agreement and its duration of more than 15 years as it is by its accomplishments of expanding educational opportunities for local high

school students. At the same time, the Minnesota Vocational Technical Trust Association--a foundation involving a host of private sector partners with the State Board of Vocational Technical Education and the State Board of Education--is a legally-complex, organizationally-sophisticated partnership with benefits accruing to students and partners statewide.

Any number of mutual concerns may inspire the creation of partnerships involving vocational technical education. These partnerships may seek (a) to define and solve acute or chronic social, economic, and educational problems; (b) to improve educational and business quality and productivity; (c) to meet government requirements; and (d) to provide students and educators with a variety of short- and long-term educational opportunities.

The complexity and configuration of a partnership is influenced by its objectives. There are a number of common, yet significant, types of partnerships involving vocational technical education, including: (a) general and program advisory committees; (b) cooperative work experience and other work-study programs; (c) adopt-a-school programs; (d) industry-based employment or internships for teachers; (e) field trips, guest speakers, and "career shadowing" programs; and (f) donation and sharing of equipment.

Given the specific arrangement, partners may include public and private secondary and postsecondary educational institutions; agricultural enterprises; business and industry, ranging from small concerns to multinational corporations; labor unions; private, non-profit organizations; local, state, and federal government agencies; and individuals.

Beneficiaries of Private Sector Involvement

Although partnerships vary in nature, scope, and complexity, they have in common the expectation of each partner to benefit from the partnership in some way. The benefit is what the partner says it is. The benefit may be immediate or delayed or both. It may be tangible or intangible or both.

In general terms, however, the practical utility of the direct assistance provided by the private sector to vocational programs to sustain and enhance educational quality and productivity appears to be one of the most central benefits accruing to public-private partnerships. Another key benefit appears to be the strengthening of relationships among community interests, building in turn a firmer base for subsequent cooperative efforts.

Students in vocational programs in Minnesota's high schools, secondary cooperative centers, and technical institutes are the most obvious beneficiaries of partnerships involving vocational technical education. For some private sector partners, the benefits they realize are not always as evident or immediate as the benefits realized by students whose employability is significantly increased or by those private sector partners whose access to the number of skilled workers they need is readily improved. While a benefit may accrue to some community interests in a more measureable and immediate fashion than it does to others, the entire community may benefit from the

partnerships. The overall economic and social well-being of the community stands to be strengthened through a better informed, better educated, work-ready citizenry.

Conditions Contributing to Successful Private Sector Involvement

Trust among the partners appears to be the single condition most necessary for attaining successful private sector involvement with vocational technical education. At the same time, trust appears to be created through a history of successful partnerships. While trust appears to be the most important condition, it may be the one most difficult to achieve and the one least likely to be restored if lost.

There are of course other conditions that contribute to successful partnerships. Included is leadership that is able not only to define needs, prescribe solutions, set objectives, and formulate strategies, but also to share them with others as important, desirable, and obtainable. While a commonly-shared concern and vision are required for a successful partnership, there must be, moreover, a commonly-shared commitment among all the partners to muster, deploy, and follow through with resources. Furthermore, the partners need to have a clear understanding of the responsibilities assumed by each other and all need to execute fully the commitments they make. It appears also that successful partnerships periodically evaluate, however informally, their progress in attaining their objectives and review the next steps to be taken.

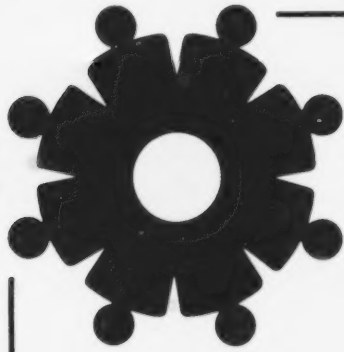
Sustaining and Expanding Successful Private Sector Involvement

Perhaps the single most effective way to sustain and expand successful public-private partnerships involving vocational technical education in Minnesota is to publicize more adequately the successful partnerships that are already in place. A sustained statewide initiative, aimed at the general public and private sector--as well as vocational educators--could provide information about the partnerships presented in this report and others. It would seem that a particularly useful objective of such an initiative would be to increase the awareness of both the private sector and vocational educators about benefits to be gained as well as about strategies that work.

The evidence presented in this report suggests that increased participation in vocational technical education by local employers and employees serves vocational students. Perhaps the most important message to smaller private sector concerns is that they have a contribution to make. They need to understand that their professional and trade expertise, as well as their voluntary service, are of value, are needed, and are welcomed by vocational programs at both the secondary and postsecondary levels. Although private sector contributions of money and equipment are important, so, too, are private sector contributions of time and talent in directly meeting pressing educational

needs. It is, however, on vocational educators that the responsibility for leadership appears to fall most often and directly. While the partnerships presented in this report reveal accomplishments in cooperative working arrangements between the public and private sector, there is room for more partnerships and, in turn, for more accomplishments.

To increase the number and quality of public-private partnerships, especially where few currently flourish, both public policy makers and school administrations will need to be more open and articulate in acknowledging the important benefits of these partnerships for vocational programs. Furthermore, policy and practice at the school district level need to focus more on ways for staff to work cooperatively with the private sector as well as with the non-education public sector. In addition, vocational educators will need increased resources, including instruction and technical assistance in partnership development and maintenance as well as the time to do the job.



INTRODUCTION

Partnerships between the public and private sectors are currently viewed by public policy makers and leaders in the private sector and the education community as a key to strengthening public education at the elementary, secondary, and postsecondary levels. Partnerships are seen as a potentially effective means by which both sectors can work together to maximize the effective deployment of society's resources to define and achieve educational objectives.

The statutory obligations of the State Council on Vocational Technical Education reflect the current emphasis placed on public-private partnerships. Among the Council's obligations is the charge to advise on initiatives that the private sector could undertake to assist in the modernization of vocational technical education in Minnesota's high schools, secondary cooperative centers, and technical institutes. The Council is also charged with advising on other policies to strengthen vocational technical education, including (a) procedures to enhance employer and employee participation, and (b) program improvements that emphasize business and labor concerns.

This report on partnership initiatives involving vocational technical education in Minnesota represents one aspect of the Council's efforts to meet its obligations. In order to advise constructively, the Council needs information. Since the required information was not otherwise available, the Council initiated this study, posing four basic questions:

1. What is the nature and scope of private sector involvement in vocational technical education in Minnesota?
2. Who benefits from this involvement? In what way?
3. What are the conditions that appear to contribute to successful private sector involvement with vocational technical education?
4. What should be done to sustain and expand successful private sector involvement with vocational technical education?

A case study rather than a survey approach was used for this report on partnership initiatives involving vocational technical education in Minnesota. Case studies are particularly appropriate when basic definitions, themes, and issues in a given area are being sought, as was the situation in this study.

The study focused on more than 30 public-private arrangements identified by Minnesota's secondary and postsecondary vocational administrators. These administrators were asked to identify public-private partnerships that appear to be effective in obtaining their objectives.

To develop the case studies administrators, teachers, and others directly affiliated with the educational institutions were interviewed. Also, interviews were conducted with other individuals who were involved in the partnerships, namely representatives of agriculture, business, industry, labor, public and private non-profit institutions, and government agencies.

Using the case study approach and directing attention to partnerships that work presented some limitations, including no examination of either partnerships that floundered or localities where partnerships may be less prevalent or reported.

The case studies do, however, provide information that suggests overall the nature, scope, and beneficiaries of public-private partnerships; indicates conditions that contribute to their being successful; and suggests measures to sustain and expand them.

Chapter One discusses the meaning and some of the dimensions, development patterns, objectives, and types of partnerships involved in vocational technical education.

Chapter Two examines the civic or grassroots partnership. Typically local initiatives reflecting the voluntary, cooperative efforts of community interests to address a mutual concern, civic partnerships are simple, often informal, arrangements among the partners. No state or federal law mandates these partnerships. They are established entirely at the will of the partners and exist solely because the partners find them beneficial.

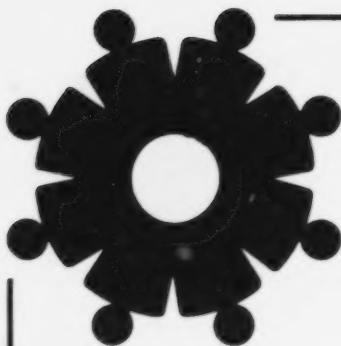
Chapter Three focuses on the partnerships represented by advisory committees for vocational programs. Found throughout Minnesota in high schools, secondary cooperative centers, and technical institutes, these committees represent the most widely used partnerships involving vocational technical education. The committees are specifically established to provide a formal, structured means whereby employers and employees in both the public and private sectors advise on the curriculum.

Chapter Four addresses multi-generational partnerships. These are arrangements that originated as simple civic partnerships and evolved over time into entirely new areas of voluntary cooperation, unforeseen by the original partners.

Chapter Five tells of partnerships specifically designed to promote vocational equity by providing service to targeted populations. These partnerships address directly the particular educational requirements of a number of groups, including displaced farmers and other workers; older workers; persons with mental, physical, and sensory disabilities; and women, people of color, and others who strive to overcome social, economic, cultural, and educational disadvantages.

Chapter Six focuses on complex statewide partnerships for which the community of interest is Minnesota as a whole. Compared to civic partnerships, complex statewide partnerships tend to involve a greater number of partners of diverse backgrounds, corporate and individual; are much more highly structured, legally and administratively; and address needs and conditions on a statewide basis.

Chapter Seven returns to the four questions posed for this study and offers observations and conclusions.



CHAPTER ONE

THE NATURE AND SCOPE OF PRIVATE SECTOR INVOLVEMENT WITH VOCATIONAL TECHNICAL EDUCATION

The history of partnership initiatives among vocational technical education, business, and labor at the national level dates at least to 1917, when the United States Congress enacted the Smith Hughes Act establishing a system of vocational technical education at the secondary level.¹ The landmark legislation passed only after a combined campaign waged by business, labor, and those educators who wanted to broaden education for youth going directly into employment. Industry, labor, and education worked together in the 1917 coalition because they had overlapping interests: industry needed skilled workers, labor believed that prospective workers needed to learn vocational skills, and educators knew that they could meet those needs. After listening to the arguments, the federal government decided to contribute some of its resources to the new partnership.

The pattern established in 1917 for creating partnerships in vocational technical education exists today through a process of mutual influence occurring at the local, regional, state, and national levels and involving agriculture, business, industry, labor, education, and a host of other public and private agencies. Then, as now, federal aid to vocational technical education is approximately 10 percent of the total contributed across the country by states and local communities. Nonetheless, the federal government, through the incentive of federal funds to the states, augments national policy for vocational and other types of education. States must demonstrate compliance with federal policy before receiving federal aid in vocational as well as other areas of education. Although federal policy may require the creation of specific partnerships between vocational technical education and the private sector, the success of the partnerships depends, to a great extent, on policies, practices, and initiatives at the state and local levels.

Definition of a Partnership

A partnership involving vocational technical education is considered for purposes of this study to be a voluntary, cooperative agreement, either formal or informal, between two or more partners, with each contributing a portion of the human and material resources required to plan and carry out programs that

serve their mutual interests.² The mere exchange of products and services for money is not considered to be a partnership.

The partners may include public and private secondary and postsecondary educational institutions; agricultural enterprises; business and industry, ranging from small concerns to multinational corporations; labor unions; public and private non-profit organizations; local, state, and federal government agencies; and individuals. While partnerships may vary in scope, commitment, and complexity, they have in common the fact that all partners stand to benefit in some way from the arrangement.

Dimensions and Development Patterns of Partnerships

Even the most complex partnership arrangements are made up of simple building blocks. Partnerships in vocational technical education may be formal or informal, public-private or public-public, short- or long-term, simple or complex. They may have two partners or many partners. They may apply to one high school in a rural district or to a statewide project involving dozens of school districts and numerous partners from the private sector and government agencies. Finally, partnerships involving vocational technical education may be initiated by secondary and postsecondary institutions, by government agencies, or by interests in the private sector.

The two examples presented below provide illustrations of how various dimensions of partnerships combine in actual practice. It would be tedious to analyze each partnership discussed in this report into its component dimensions. The two examples should serve to remind the reader that all partnerships involving vocational technical education are built of common elements. This simple principle should help the reader attempting to gain a more comprehensive understanding of the nature, scope, and degrees of complexity of partnership initiatives in Minnesota.

A Simple, Informal, Long-Term Public-Private Partnership Initiated By a School District

The St. Louis Park Public Schools arranged a "career shadowing" program for students with hearing impairments. Local employers identify employees with hearing impairments who work in occupational areas in which students have a career interest. The students then "shadow" these employees during one or more working days to learn about the day-to-day work that constitutes the employees' jobs.

A Complex, Formal, Short-Term
Public-Public Partnership Initiated
by a State Agency and Activating
Local Public-Private Partnerships

The State Board of Vocational Technical Education awarded federal grant monies on a competitive basis to technical institutes to stimulate the creation of support and recruitment programs for displaced homemakers and single parents. It should be noted that while the basic partnership in this example is between the Board and the technical institutes to which the Board awarded displaced homemaker/single parent grants, numerous other partnerships are also involved. Grant applicants must give evidence of cooperative arrangements with appropriate community groups in order to be considered for funding. Therefore, most grant applications include several letters of support from such groups as evidence that cooperative program planning has already taken place.

When a technical institute received a grant and thus became a partner with the Board, the local partnerships explained in the grant application also sprang into being. The local partners in this displaced homemaker/single parent example tend to be other government agencies and programs, such as the Job Training Partnership Act; a community college; or a private, non-profit organization, e.g., a community mental health center or a displaced homemaker program. If the proposed displaced homemaker/single parent program focused on non-traditional occupations for women, however, the grant application likely contained letters of support from private industry as well.

Objectives Sought by Partnerships

Any number of concerns may inspire the creation of partnerships. Partnerships involving vocational technical education may seek

- (a) to define and solve mutual problems,
- (b) to improve productivity and quality,
- (c) to provide improved understanding and communication,
- (d) to provide career exploration opportunities,
- (e) to provide entry-level training,
- (f) to provide retraining,
- (g) to provide customized training,
- (h) to provide or share resources (resulting in an expanded capacity for all partners), and
- (i) to meet government requirements.

Types of Partnerships

There are a number of common, but nonetheless significant, types of partnerships involving vocational technical education. The types discussed below are illustrative.

General and Program Advisory Committees

Many vocational education institutions in Minnesota have a general advisory committee, and many vocational education programs within the institutions have their own program advisory committees. Members of the advisory committees are from agriculture, business, industry, labor, government, and community organizations. Members are usually appointed for their expertise in the program area they will advise. One of the primary purposes of advisory committees is to advise on curriculum. Another purpose is to help the schools project employment needs in given program areas. In addition, advisory committee members may hire graduates of the programs, donate money and equipment, and contribute in many other ways to the life and strength of the programs.

Cooperative Work Experience and Other Work-Study Programs

Cooperative work experience programs place students in part-time or summer jobs earnings both competitive wages and academic credit. Work-study programs are designed to improve employability, increase career awareness, and encourage further education.

Adopt-a-School Programs

Adopt-a-school programs are typical school-business partnerships with an emphasis on the contribution of both voluntary human resources and equipment and supplies. Most private-sector sponsors contribute equipment, materials, student scholarships, and released time for their employees to work in the school, although specific "adoptive" arrangements may differ widely.

Teacher Employment or Internships

Partnerships providing teachers with industry-based work experience are seen as being increasingly crucial to the contemporary emphasis on improving productivity and quality. For example, a Duluth secondary graphic arts teacher recently worked for 1,000 hours in all departments of Arrowhead Printing in Superior, Wisconsin. In this arrangement everyone benefited. The Duluth School Board paid the teacher's salary during the internship so it could upgrade the skills of a teacher and thereby become eligible for categorical vocational aid. Arrowhead Printing benefited. The company's owner said: "The teacher was a wonderful worker, and the time he spent here didn't cost us a thing. We couldn't be more pleased with the deal." The teacher and his

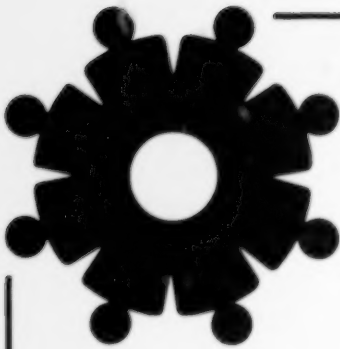
students benefited in so many ways "you can't even measure them," the teacher said. He now teaches his students all "the tricks of the trade," including various speed-up and job standardization procedures, and his final exam requires students to produce a yearbook from start to finish. "I would never have taken on a project like the yearbook without the practical experience I got at Arrowhead," the teacher said.

Field Trips, Guest Speakers, and "Career Shadowing" Programs

Industry often arranges tours for students to show them procedures and state-of-the-art equipment, provides guest speakers for special classroom projects, and matches its own employees with students interested in learning more about specific careers through watching, or "shadowing," employees on the job.

Donation or Sharing of Equipment

Program advisory committees often help local vocational programs through soliciting donations of equipment, making such donations themselves, advising on the purchase of equipment, or sharing their equipment with a secondary or postsecondary institution.



CHAPTER TWO

CIVIC PARTNERSHIPS: SIMPLE ARRANGEMENTS AT THE GRASSROOTS TO MEET COMMUNITY NEEDS

Inherent in civic partnerships is an expressed concern among community interests, coupled with a collective will to muster and commit resources to enhance the community's human resources and economic development. This sharing of concerns, backed by initiatives to ensure the community's well-being, appears to be basic to successful partnerships involving vocational technical education. This chapter examines a number of these partnerships, distinguished as much by the simplicity, if not the informality, of their agreements as they are by the significance of their objectives and achievements.

The Belle Plaine Partnership

For longer than anyone can remember--"more than fifteen years," said the general manager of the Belle Plaine Cooperative--the cooperative's board of directors has been paying the hotel expenses of six or seven local delegates to the annual Future Farmers of America (FFA) convention in Kansas City. According to the president of the Belle Plaine State Bank, the bank has been paying the registration fee for each student attending the FFA convention for at least 15 years. Together, the cooperative and the bank contribute about 40 percent of the cost for students to attend the four-day convention.

The juniors and seniors selected to attend the FFA convention pay about 30 percent of the cost out of their own pockets. The remaining 30 percent is raised by the 60 members of the Belle Plaine FFA chapter. In the winter, the group earns about \$1,000 by putting on a pancake breakfast. The group raises another \$600 at their soft drink stand during Belle Plaine Bar-B-Q Days in July. The students use part of the proceeds to meet the transportation expenses for their delegates to the annual convention.

The Belle Plaine Cooperative manager, who was a member of the first FFA group in Belle Plaine in the mid-1950s, still remembers the trips his FFA group took to the St. Paul stockyards and the Minneapolis Grain Exchange. He expects that the FFA students who saw the huge agricultural career show in Kansas City and toured the Arrowhead Stadium, the Truman Library, and the

Pillsbury underground agricultural storage facilities will have similar long-term memories of their FFA days.

"The Co-op is glad to help support the FFA trip," the manager said, "because we've got a lot of farmers around here, and we like to help future farmers all we can." He estimates that half of Belle Plaine high school graduates will stay in the area in agriculture-related employment following graduation.

The Belle Plaine High School vocational agriculture teacher who sponsors the FFA chapter says that 20,000 FFA members from the entire U.S. attend the annual convention. From his district alone, three busloads of delegates made the 10-hour trip to Kansas City last year.

Other activities of the Belle Plaine FFA chapter include eight to ten contests each year, the winners of which earn a trip to the State FFA Convention; election of delegates to the Minnesota Association of Cooperatives (to which the Belle Plaine Cooperative also contributes); the annual chapter banquet; a local scholarship program sponsored by the Sportsmen's Club; and an annual raffle to contribute to Camp Courage, a facility for youth with disabilities. The Belle Plaine FFA chapter has contributed over \$15,000 to Camp Courage over the past 25 years.

The essence of civic partnerships is expressed by the president of the Belle Plaine Bank: "We're pleased to contribute to the FFA convention project. It's a worthwhile cause, and we want to help the FFA students of today become the farmers--and State Bank customers--of tomorrow." The combination of community pride, helpfulness, and long-term investment in human resources is the key to successful civic partnerships involving vocational programs in Minnesota, no matter how simple or complex the specific partnership arrangements.

A Partnership in the Horticulture Program at Anoka Technical Institute

An instructor in the horticulture program at Anoka Technical Institute described an internship program in which all his students participate full time during six weeks of their two-year curriculum. Students seek their own training sites and pay tuition while interning. They send back daily activity sheets and a final project summary. Employers pay the students for their work during the internship and provide training and supervision.

The key to the success of this and all other internship programs is the willingness of local employers to participate. Anoka interns often work at the Brooklyn Park Recreation Department, Le Sueur Country Club, General Mills, and Preferred Construction, Inc. The director of the Brooklyn Park Recreation Department serves on the horticulture advisory committee and accepts internship students each year. He finds the program to be an "outstanding success" because the students from Anoka "start out with a good attitude, which means they can do anything."

The Career Ventures Program in Central Minnesota

Recently the American Can Company in a national competition recognized the Career Ventures Program serving the Rocori, Holdingford, and Melrose school districts in central Minnesota as a model program. Students in the three school districts do some research in their chosen career and then spend a day with one of more than 200 local employers in the central Minnesota area. The programs reach hundreds of students each year by districts sharing resources and expenses. Over 6,000 students have participated in Career Ventures during the 11 years of the program.

There is a wide range of career options available with such a large base of area business sponsors. Students have chosen to explore such local employers as Mississippi View Farms, a horse farm; St. Cloud Beauty College; St. Cloud Aviation; Paynesville Hospital; Klein Electric; KXLI-TV; and the Stearns County Sheriff's Department.

Marketing Partnerships in Bloomington

At Jefferson Senior High School in Bloomington, the sales and marketing coordinator has involved the local business community in several innovative ways. He started a Toastmasters Youth Leadership Program, in which four business representatives assist students in better communication skills over a period of eight weeks, one day per week. Through the Business Economic Education Foundation (BEEF), students attend the Minnesota Business Venture conference held at St. Olaf College, Northfield. A manager from The Limited clothing store at a nearby shopping mall visits the classroom regularly to teach sales and fashion merchandising. Finally, the sales and marketing coordinator has involved Bloomington students and Jostens, a large manufacturing company, in four projects: (a) students evaluate new product designs such as jewelry or "spirit wear," (b) student committees evaluate the presentations and product knowledge of new Jostens sales trainees, (c) students participate in Jostens photo sessions for use in the company's advertising brochures, and (d) students tour the Jostens Owatonna production and design facilities each spring.

A Partnership Between the Suburban Area Chamber of Commerce and the Roseville Public Schools

The Suburban Area Chamber of Commerce formed a committee in the summer of 1986 to "assess current and future business education issues, partnerships, and programs for future planning and consideration." The committee focused on students at risk, meaning students in the Roseville public schools who are not high achievers and who "fall through the cracks" of present resources available for academic assistance, financial support, and motivation.

The programs that the committee developed include (a) Investing in Your Education, (b) the Business Mentor Student Program, and (c) Summer Opportunities. Investing in Your Education will provide incentives for students at risk to learn work ethics and start financing their postsecondary

education. The Business Mentor Student Program will encourage students at risk, grades six through 12, to realize the value of education for their future through a "career shadowing" program. At risk students will have the opportunity to spend time observing and questioning people who presently work in careers which interest the students. Summer Opportunities will upgrade teacher skills in the business worlds. The program also includes an Adopt-a-Class Program.

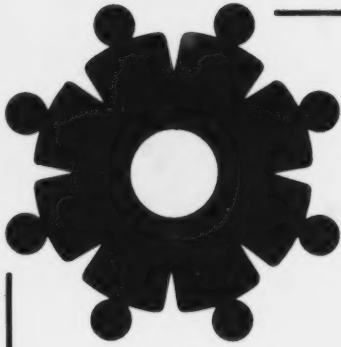
Partnerships in the St. Louis Park Schools

The numerous partnership arrangements between the St. Louis Park community schools program and local businesses and human service agencies began after an extensive business-education partnerships survey conducted during the summer of 1982. The survey identified (a) services that companies can provide the students, (b) services the company can provide the teacher, and (c) services the school district can provide employees of the companies with which they make partnership agreements.

One of several features of the St. Louis Park program is the services it provides to employees of participating companies. Faculty and staff from the school district provide employees with (a) stress management and wellness programs, (b) investment planning courses, (c) English as a Second Language instruction, (d) use of district facilities and equipment, (e) coaching in the use of cable TV equipment, (f) evening access to the Career Center, (g) management training, (h) instruction in interviewing skills for work supervisors, (i) parent education programs, and (j) workshops in hazardous chemicals for small workplaces.

In exchange, area employers provide not only the relatively traditional internships, guest speakers, on-site tours, career education programs, teacher in-service workshops, and teacher summer internships, but also some unique mentoring services custom-designed to meet special instructional needs. For instance, a potential dropout with an interest in computers, but not much else, was matched with an employee from Minnesota Rubber who understood and related well to that student; and a teenage girl with a weight problem and an interest in art was matched at her request to a woman who was both an artist and a body fitness specialist at Methodist Hospital.

Honeywell, one of St. Louis Park's most active partners, provides a released time for a woman engineer to serve as a scientist-in-residence and sponsors a scientist-of-the-month program. One scientist-of-the-month, an engineer, showed the students how to build a robot, and another, a geneticist, demonstrated molecular research experiments. When several elementary school teachers raised a question about why computers should be a part of the curriculum, Honeywell provided a special tour demonstrating Honeywell's numerous uses of computers.



CHAPTER THREE

THE PROGRAM ADVISORY COMMITTEE: A BASIC BUILDING BLOCK OF PARTNERSHIPS INVOLVING VOCATIONAL TECHNICAL EDUCATION

A program advisory committee structure in secondary and postsecondary vocational technical education is more formal than the simple civic partnerships presented in Chapter Two, because the committee structure reflects public policy. However, the advisory committees which appear to be the most effective retain the flavor of the civic partnership.

The major purpose of program advisory committees is to advise faculty and administration about curriculum. Leaders from agriculture, business, industry, and labor, as well as public employees, are appointed to the program advisory committees by the local school board to assist faculty and administration to plan up-to-date vocational programs for students. People appointed to the advisory committees have an interest in the skills and competencies of the vocational program which they have been asked to advise.

In addition to advising on curriculum, program advisory committees often assist with information about state-of-the-art equipment, marketing, enrollment goals, and placement of graduates in specific vocational programs. Sometimes program advisory committees also raise money for scholarships and secure loans and gifts of equipment.

In postsecondary vocational technical education alone there are several hundred advisory committees currently in existence in Minnesota, one for each program taught in the technical institutes. Secondary vocational technical education has a similar structure. The members of program advisory committees come from agriculture, business, and industry--large and small--labor, and public and private agencies. The members meet periodically in order to strengthen their program and monitor progress towards goals.

In addition to program advisory committees, there are also general advisory committees which advise the total vocational program in secondary and post-secondary institutions, working closely with the administration.

To illustrate the contributions made by effective program advisory committees, the accomplishments of six exemplary Minnesota committees which were among the nominees for the 1987 Vocational Instructional Program Awards are described

below. The national awards program is sponsored by the National Association of State Directors of Vocational Education, the National Association of State Councils on Vocational Education, the National Council on Vocational Education, and the National Alliance of Business' Center for Vocational Education-Business Cooperation. The awards include a citation by the President of the United States.

The Graphics Technology Committee at Austin

The Graphics Technology Program Advisory Committee at Austin Technical Institute was cited for active curriculum decision-making, planning, support of student internship programs, hiring of graduates, guest lectures, coaching in interviewing skills, technical support, and recommendations and procurement of equipment. Specifically, the committee researched and found a press which was donated to the program--one which could have been used in the plant of one of the committee members. Members regularly hire "at risk" students for their businesses and work with them to help them succeed.

The Laboratory Technician and Food Sciences Management Committee At Albert Lea

The Laboratory Technician and Food Sciences Program Advisory Committee at Albert Lea Technical Institute has contributed thousands of dollars in supplies and equipment; started a scholarship program which subsequently became an institute-wide program; helped renovate institute facilities; suggested innovative techniques for student recruitment; participated in the internship program; and worked to place graduates.

The Respiratory Care Practitioner Committee at East Grand Forks

The Respiratory Care Practitioner Program Advisory Committee at East Grand Forks Technical Institute was appointed in 1984 to help start a new program. The committee facilitated the initial needs assessment survey; developed and continuously revised the technical skills lists which became the framework of the program curriculum; helped recruit faculty; assisted with national accreditation self-studies and site visits for both the technical and therapist programs; and helped with placement of program graduates.

The Robotics Technology Committee at Granite Falls

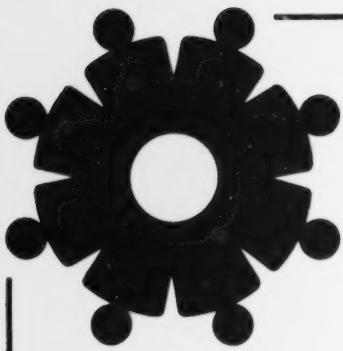
The Robotics Technology Program Advisory Committee at the Granite Falls campus of Southwestern Technical Institute was instrumental in starting the robotics training program, which grew in four years to include 44 students and achieved a 95 percent placement rate. Members of the committee helped double the laboratory facilities and equipment in the past two years and create a scholarship fund for the program's students.

The Parts Merchandising Committee at Willmar

The Parts Merchandising Program Advisory Committee at Willmar Technical Institute was created in 1969. It plays an important part in curriculum upgrading through an annual review of the program's competency lists; organizes an annual Industry Day; gives guest speeches in classes and provides industry tours; invites program staff to many technical clinics, trade shows, seminars, and professional organization functions sponsored by committee members; aids students in job placement; and donates training aids, catalogs, and materials.

The Banking Occupations Committee for Hennepin Technical Institute

The Banking Occupations Program Advisory Committee at Hennepin Technical Institute, during the past 15 years, has donated money for recruitment of students through placing advertisements; provided internships; given instructors up-to-date information on regulations, rules, and current practices; donated equipment; involved staff members in the Minnesota Bank Administration Institute; helped place graduates; helped establish an on-line system with First Bank System; promoted student organizations; and provided tours and field trips.



CHAPTER FOUR

MULTI-GENERATIONAL PARTNERSHIPS: SUCCESS BUILDING UPON SUCCESS

An expressed concern among community interests, coupled with the collective will to muster and commit resources to enhance the community's human resource and economic development, is inherent in a civic partnership and appears basic to successful partnerships involving vocational technical education. Furthermore, success appears to build upon success. As the evidence presented in this report suggests, individuals and organizations who worked together successfully on economic development, job training, education, and other community concerns build synergistic trust and cooperation that often leads to additional partnerships. Conversely, where partnerships prove unsuccessful over the long term, partners may have entered into formal arrangements without having first built an informal base of mutual trust and support.

Multi-generational partnerships in New Ulm, Rochester, and Faribault illustrate that one successful partnership often gives birth to another. Frequently, arrangements that began as simple civic partnerships evolve into entirely new areas of cooperation, areas not foreseen by the original partners. The trust built among the partners and their mutually-attained accomplishments appear to be key ingredients to successful multi-generational partnerships.

The Case of New Ulm: a Three-generation Partnership

Historically, the first partnership development in the New Ulm case was the agreement between Mankato Technical Institute and the New Ulm Chamber of Commerce to create a Small Business Management (SBM) satellite office to respond to a local need for small business counseling. Next, all three partners brought the Great Computer Traveling Road Show to town to meet the local need for computer instruction. Finally, a third generation partnership occurred when the four partners began offering customized training at the local Kraft Foods plant. The full story unfolded in the manner described below.

In 1984 the New Ulm Chamber of Commerce was receiving more requests for business seminars than the people and organizations who regularly provide them could handle. The executive vice-president of the New Ulm Chamber of Commerce met with the Mankato Technical Institute adult extension administrator and his

staff. The meeting resulted in a decision to open a SBM satellite office in New Ulm.

In true partnership style, the Chamber provided office space at a nominal rent, secretarial support, and access to its members, while SBM provided small business seminars and business counseling tailored to the needs of New Ulm area businesses. "The Small Business Management office arrived with built-in credibility," a New Ulm Chamber of Commerce official said, "because they require their instructors to have at least five years experience successfully running their own businesses."

As the staff of the New Ulm SBM satellite office worked with New Ulm business people, a need for computer training for employees of both small and large businesses began to emerge. In the meantime, Mankato Technical Institute decided to purchase 15 Compaq portable computers and move them around its nine-county service region to provide instruction wherever people needed it. The Compaqs and their van became known as the Great Computer Traveling Road Show. SBM office staff notified New Ulm employers about the opportunity for hands-on computer training located in town. People would no longer have to make the 60-mile round trip to Mankato for the training.

Soon the New Ulm Kraft Foods plant signed up 15 employees to take specialized training in Lotus 1-2-3 through the Traveling Road Show. Since then another Kraft group has taken advanced Lotus. The quality control manager at Kraft said: "Having the training right on-site is good because the learners can ask questions specifically about Kraft's needs without wasting the time of anyone else."

IBM and the Rochester Public Schools: Initially a Partnership to "Teach the Teachers"

The director of secondary vocational education for the Rochester school district and the manager of educational programs for IBM initiated the current sabbatical leave program for teachers. The sabbatical leaves, which continue to be jointly sponsored by the Rochester schools and IBM, began in 1982 with a program called "Teach the Teachers."

Two teachers spent a year with IBM, first becoming proficient on personal computers and then teaching both IBM staff and local junior high students their newly-achieved computer skills. The teachers received training and intensive hands-on teaching experience; IBM received additional instructional resources for its employee training program and favorable publicity for subsidizing free computer instruction for junior high school students. The Rochester schools and IBM each paid half of the teachers' salaries during the sabbatical year.

Since 1982, the "Teach the Teachers" program has been modified into a summer instructional program for teachers. Teams of IBM-trained teachers will teach computer skills to 500 teachers in 14 Minnesota locations during the summer of 1987.

The success of the "Teach the Teachers" program generated additional jointly-sponsored sabbatical leave programs. For example, a business and marketing education teacher in the Rochester vocational program was recently awarded a sabbatical administrative support position at IBM. She received half of her salary from IBM and half from the school district during the year that she worked as a floating member of the office staff at IBM.

She says that the experience upgraded both her skills and her knowledge of state-of-the-art office automation. "For instance, I can teach my students about electronic mail, because I used it every day at IBM," the teacher said. "The experience taught me the magnitude of computerization in business environments."

The manager of educational programs at IBM declared that IBM and the schools will continue to explore new areas into which the sabbatical concept can be expanded. "It is a highly successful program," he said. "We get a highly educated person working at half a salary plus good public relations. Also, it's a way for us to have an impact on the curriculum. The schools get an opportunity to provide up-to-date instruction about both equipment and emerging career options for their students to consider."

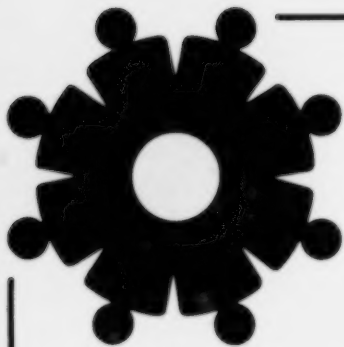
ABC Bus Company and Faribault Technical Institute: Partners in International Commerce

The ABC Bus Company, which refurbishes and sells coach and transit buses, has five plants in the United States and a big new international contract with the Van Hool bus company of Belgium. ABC started out in Faribault, but as it expanded, company officials decided to move the corporate headquarters to Florida. Two years ago this decision was reversed. The corporate headquarters were moved back to Faribault, and a new 48,000 square foot plant was opened. Faribault Technical Institute appears to have been instrumental in ABC's decision to relocate corporate headquarters in Faribault and to build the new plant. Technical institute staff provided training for 150 workers for the new plant.

In the spring of 1987, ABC Bus Company signed a contract with the Belgian bus company. ABC will sell new Van Hool buses at all five of its plant locations and will use the Faribault facility to complete the manufacturer of bus "skeletons" shipped to Faribault.

ABC's new contract with Van Hool has meant an expanded partnership with Faribault Technical Institute as well. The technical institute has trained ABC marketing staff from all five plant sites in sales and marketing of the Belgian buses. Technical institute staff also provide training operations and maintenance workshops for individuals, businesses, and organizations that purchase the 30- and 40-seat Belgian coaches at ABC plants. During the summer of 1987, Faribault Technical Institute will also be involved in training ABC workers in Van Hool production techniques. At first, Faribault workers will complete only the interior of buses. However, as they gain experience and expertise with Van Hool production techniques, the level of assembly at the

local plant is expected to increase, providing new challenges and opportunities to the Faribault Technical Institute training staff as well as to ABC personnel.



CHAPTER FIVE

PARTNERSHIPS TO SERVE TARGETED POPULATIONS: COOPERATION TO ENSURE VOCATIONAL EQUITY

There appears to be a number of partnerships involving agriculture, business, industry, labor, government, nonprofit organizations and vocational technical education, established to address the needs of targeted populations. This chapter presents five examples of partnerships designed to ensure vocational equity:

- (a) a career exploration program for teenagers with mental disabilities;
- (b) a day care center for students who are single parents;
- (c) a program in nontraditional career exploration for women;
- (d) a union-sponsored displaced worker retraining program called the Donaldson Project; and
- (e) a pilot retraining program for unemployed workers over age 55.

Vocational Outreach for the Handicapped: Intermediate School District 287's Career Exploration Program for Teenagers with Mental Retardation

Vocational Outreach for the Handicapped is a program of Intermediate School District 287, Hennepin Technical Institute. The intermediate district consists of 13 member districts who cooperatively pay for special direct and outreach services that none could easily afford alone. One specific service of Vocational Outreach for the Handicapped, that serves as an illustration of partnership initiatives in the field of special education, is outreach vocational services for teenaged students with mental retardation. The outreach worker's job is to assist these students in the transition between school and work by helping them to set vocational goals, develop work readiness skills, and participate in appropriate internship, part-time employment, and job shadowing programs.

To do her job effectively, the outreach worker needs the full cooperation of community employers. She is currently in contact with chambers of commerce in

the northwestern suburbs of Hennepin County and with Prudential Life Insurance and other large employers in order to expand the career exploration opportunities for these students.

Several students were recently placed at Oak Terrace Nursing Home in Minnetonka for summer employment. Each student had an assessment to determine his or her readiness for the work experience. The personnel director at Oak Terrace expressed great satisfaction with the program. The students are paid through the federal Job Training Partnership Act (JTPA) and thus work at no cost to the nursing home. In exchange, Oak Terrace provides training and direct work experience to the students. Other students have recently been placed in day care centers, the Hopkins Public Library, and the Northwest Cable Company in Brooklyn Park.

Child Care for Children of Students Who Are Single Parents:
A Partnership Between the Children's Home Society of
Minnesota and St. Paul Technical Institute

At the dedication ceremony for the brand-new child care center in March 1987, an assistant director of St. Paul Technical Institute told the audience that the institute's equity committee had first determined the need for the child care center three or four years earlier. The three-room center, housed in a portable classroom building just outside the technical institute's front door, was "a big dream for many people," she stated.

The enrollment, even before the official opening, was 45 infants, toddlers, and preschool children. All of the children attending the child care center are the sons and daughters of students attending St. Paul Technical Institute. Most of the parents are single parents. For many of the parents, especially those on welfare, it was extremely difficult to attend the technical institute before the child care center was established.

The child care center was first planned and is now operated in partnership with the Children's Home Society of Minnesota, a private non-profit organization. The executive director of the Children's Home Society appreciates the careful steps each partner took in the creation of the center. Having hired the Children's Home Society as a consultant to help plan the center and to conduct the needs assessment, the biggest decision then facing the technical institute was whether or not to operate the center itself. Ultimately the technical institute decided to continue focusing on vocational technical education--its traditional area of expertise--and to contract with the Children's Home Society to operate the child care center.

The director of the Children's Home Society said, "The whole development of the center was a neat experience. It took a lot of time for two very different institutions to work through the trust issues. We both needed to be absolutely clear in our communications and to work closely together. I think we succeeded very well."

Nontraditional Career Exploration for Women: A Partnership
Between Lives in Transition and the Technical
Institutes at Hibbing and Eveleth

Another partnership between vocational technical education and the private, non-profit sector is the New Horizon program at the technical institutes in Hibbing and Eveleth operated in cooperation with Lives in Transition, an Iron Range program for displaced homemakers. The third partner in the program is the State Board of Vocational Technical Education, which provided a \$20,000 grant to launch the pilot program.

The program, which enrolled approximately 60 participants on both campuses, included vocational testing and personal development. The most unique program component, according to the Eveleth student services coordinator, was the Sampler, an opportunity for the women to sample 20 hours of classes in electronics, law enforcement, auto and diesel mechanics, optics, and construction-related fields.

The student coordinator said that nontraditional career programs for women and other minorities do change enrollment patterns in some occupational training programs over time. For example, in the early 1970s, there were no women in the optical program, but by 1980, 40 percent of the students were women. He predicted that electronics is the next field that will dramatically increase in enrollment by women.

Both the child care center at St. Paul Technical Institute and the Hibbing-Eveleth program in nontraditional career exploration for women are examples of partnerships involving vocational technical education that fall somewhat outside of the usual civic, or grassroots, partnership pattern described throughout in this report. In both instances, the Hibbing Technical Institute and the Eveleth Technical Institute perceived the need to provide a special service as part of their commitment to vocational equity. Their partners were human services organizations in the non-profit sector that were already working with the targeted populations.

The Donaldson Project

In May 1985, when the Donaldson Company's Eagan plant closed, 275 workers, all members of United Auto Workers Local 41 were without work. The president of Local 41 wrote a grant for Job Training Partnership Act (JTPA) funds to start a dislocated worker retraining project for at least 200 of the Donaldson workers. The Donaldson Project was funded and has since grown to include worker training for laid-off employees from several other firms as well as from Donaldson's.

The project provides remedial classes for basic education, a resource center for information on jobs, telephones and telephone books for job hunting, a Jobs Club, training in job-seeking skills, resume writing and word processing services, individualized testing, and counseling about educational options open to them.

Donaldson Project staff has worked closely with personnel from vocational technical education from the beginning. The project operates out of a rented classroom at St. Paul Technical Institute. Approximately 140 dislocated workers from Donaldson's and several other plants have chosen to attend vocational classes at technical institutes in the greater Twin Cities metropolitan area.

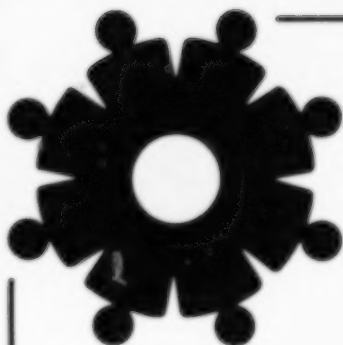
The Donaldson Project is a complex project in which the resources of many area institutions and organizations have been gathered together to benefit displaced workers. Partners include the Governor's Job Training Council, Minnesota United Auto Workers, the University of Minnesota, the Minnesota Job Service, and the technical institutes in the Twin Cities metropolitan area.

A Pilot Retraining Program in Minneapolis for Unemployed Workers over Age 55

Under the Job Training Partnership Act (JTPA), federal funds were set aside for pilot projects in retraining unemployed and dislocated workers over age 55. According to the Minnesota Department of Jobs and Training, \$450,000 was earmarked during 1986-87 to maintain 15 pilot programs in Minnesota.

One of these projects is operated by Minneapolis Age and Opportunity (M.A.O.), a private non-profit human services agency serving older people. M.A.O.'s program serves approximately 100 clients per year. M.A.O. staff members have found that older workers are not very interested in long-term training but instead want to enroll in short-term training that will build on skills they already possess. About half of M.A.O.'s clients receive some type of training, often at technical institutes. Furthermore, all M.A.O. clients attend the Minneapolis Technical Institute for vocational assessments immediately following intake. The vocational assessments are an integral part of M.A.O.'s program.

The M.A.O. example, like many of the other partnership initiative examples addressing the needs of targeted populations, is not primarily a civic partnership. Like the Donaldson Project, M.A.O. is an independent project that asks vocational technical education to be one of its partners. In this way, both the Donaldson and M.A.O. projects differ from the Eveleth-Hibbing nontraditional careers for women program and the St. Paul Technical Institute child care center. The Eveleth-Hibbing and St. Paul projects started with vocational technical education and reached out to private, non-profit agencies and government funds to complete the partnerships.



CHAPTER SIX

MINNESOTA AS THE COMMUNITY: STATEWIDE PARTNERSHIPS INVOLVING VOCATIONAL TECHNICAL EDUCATION

The majority of the partnerships presented in this report are relatively simple arrangements between two or more partners. Partnerships involving vocational technical education, however, can include a number of partners with diverse backgrounds and can be structurally and legally complex. Three of these partnerships that are statewide in scope are described in this chapter. These partnerships are represented by the Grandview Conferences, the Minnesota Vocational Technical Trust Association, and the Minnesota Quality and Productivity Initiative.

The Grandview Conferences: An Initiative of the Minnesota Tooling and Machining Association

The Minnesota Tooling and Machining Association, in cooperation with its partners, the State Board of Vocational Technical Education and the Minnesota Department of Education, convened the first Grandview Conference in 1981. The second was held in 1984 and the third in 1987. The conference brings industry, secondary and postsecondary systems, and the Minnesota Vocational Association together to discuss solutions to such mutual problems as enrollments, image, changing technology, and quality and productivity.

In 1980 the president of Kurt Manufacturing, Inc., saw that the machining industry was having problems hiring enough qualified personnel to keep the Minnesota machining industry strong and competitive. At the time, the general feeling in the industry was that the technical institutes required immediate, substantial industry assistance to meet the training needs in the machining field. The industry also expressed concern that secondary guidance counselors were directing only "problem students" into such courses as machine shop. The president of Kurt Manufacturing, Inc., did not accept this gloomy prognosis as either accurate or inevitable. He suggested that industry representatives and educators get together to solve the problem. This industry initiative resulted in the first Grandview Conference.

The technology internship coordinator and a machine trades instructor from the Minnetonka public schools have attended all three Grandview Conferences. They

say, "As a result we obtained a better view of the direction we should go with our students." The instructor benefited directly from training at Midtown Manufacturing and from receiving materials from members of the Minnesota Tooling and Machining Association. The internship coordinator said, "I have a better understanding of what is happening in the industrial business and manufacturing careers. This helps me in student selection for the internship program as well as selection of training stations for my students."

At the 1987 Grandview Conference, 166 people registered. Ten were representatives from the Minnesota Vocational Association, 36 were from industry, 80 were from technical institutes, and 40 were from secondary vocational programs. Many of these people have attended one or both of the previous conferences and functioned as partners in the planning process for Grandview III. The 1987 conference considered such topics as the future of the machine tool trades, how to create public awareness of the machine tool trades and their career potentials, and the use of Statistical Process Control (SPC) in the machining trades.

The Minnesota Vocational Technical Trust Association

The Minnesota Vocational Technical Trust Association is a foundation established in 1977 to enhance the public image of vocational technical education in Minnesota. In 1982 the Trust began to focus its mission on raising funds for students enrolled in postsecondary vocational programs in the technical institutes. In 1985 the Trust began its Equipment Acquisition Program through which corporations, small businesses, and private citizens contribute equipment and materials for use throughout the vocational system.

The Trust was originally approved and endorsed by two partners from the public sector, the State Board of Vocational Technical Education and the State Board of Education, and two partners from the private non-profit sector, the Minnesota Vocational Association, and the Minnesota Technical Institute Directors Association. These partners were soon joined by others including the Otto Bremer Foundation, which supports the Beginning Farmers and Beginning Loggers Projects, a No Cost Loan Program, and a Crisis Intervention Fund; Ver-sa-til Associates, Inc., which supports minority students in the machine tools trades area; the Graco Foundation, which gives 12 quarterly awards to outstanding students in fluid power programs; and the Presto Foundation, which gives large grants to support equipment needs of the 21 machine tool programs in the technical institutes.

The Trust now has dozens of partners throughout the state, including many large and small private foundations as well as businesses. The civic spirit and willingness to help, that characterize all types of partnerships involving vocational technical education in Minnesota, is found in the Trust as well. Contributors to the Trust give more than money and equipment; they often give their time and talents as well.

The Trust's innovative Crisis Intervention Fund is a case in point. The Green Giant Corporation, a food processing business that is now a subsidiary of

Pillsbury, suggested the idea behind the Crisis Intervention Fund several years ago. Through the fund, well over 1,000 vocational students have been helped through acute, short-term financial crises with small grants averaging \$75. For example, a middle-aged woman on the Iron Range had been laid off from her truck driving job in the mines. She was attending an accounting program at Eveleth Technical Institute and was nearly destitute, having sold a motorcycle and a davenport to raise money for tuition. An emergency grant from the Crisis Intervention Fund helped her pay immediate child care costs and boosted her morale in the process. She was able to continue her studies in the accounting program and graduated with an outstanding record of accomplishment. In 1987 Northern States Power contributed \$55,000 to the Crisis Intervention Fund. The gift represents the single largest gift received by the fund.

Another example of a Minnesota corporation providing "hands-on" help is the Trust's Equipment Acquisition Program. The 3M Company helped start the program and continues to support it. The company trucks products and equipment into St. Paul from 3M plants all over the country. Once received by the Trust, products and equipment are distributed to technical institutes and secondary vocational programs throughout the state.

The Equipment Acquisition Program has been so successful that the Trust occasionally can offer extra equipment and products to other states. The Trust recently received 17 semi-truck loads of abrasives which they stored in a warehouse rented from Stillwater State Prison. After distribution to Minnesota vocational programs, the Trust distributed the abrasives to five other states as well.

Policy for the Trust is set by a board of directors with member representatives from agriculture, business, industry, labor, education, government, and vocational students. A member of the board of directors representing the Minnesota Farmers Union said, "The Trust is interesting and worthwhile. The Crisis Intervention Fund alone is worth the effort, because it can make all the difference in the life of a young man or woman. I am very enthusiastic about the potential of the Trust for vocational technical education in Minnesota."

The Minnesota Quality and Productivity Initiative: Training in Statistical Process Control

Statistical Process Control (SPC) is a management philosophy designed to improve quality and productivity in business and industry. Minnesota industries are currently so eager to teach SPC to their personnel that the State Board of Vocational Technical Education has launched a quality and productivity initiative as the means by which to train trainers from technical institutes and industry in the SPC philosophy and methodology. The curriculum used in the two, four-day Train the Trainers workshops, which were sponsored by the Board and many partners, incorporates a business philosophy that is relatively new to the United States but that has been most successful in Japan.

SPC is a 14-point theory of management developed in the United States by Dr. Edwards Deming. The philosophy stresses continual quality improvement by statistical testing at various states of manufacturing and marketing. Traditional quality control detects defects after the product has been manufactured; SPC, on the other hand, is intended to prevent the manufacture of defective products by careful, continuous statistical testing throughout the manufacturing and marketing process.

In January 1986 and 1987, the State Board of Vocational Technical Education, the American Society for Performance Improvement, the Minnesota Consortium for Quality and Productivity, the Minnesota Association of Technical Institutes, and Minnesota's 30 technical institutes jointly sponsored the trainers workshops in SPC through the Transformation of American Industry Training System. This training system is based on a course designed, tested, and conducted in Michigan which was backed by such industry sponsors as Ford Motor Company and General Motors. Other sponsors for the training system include the American Association of Community and Junior Colleges and the American Society for Quality Control.

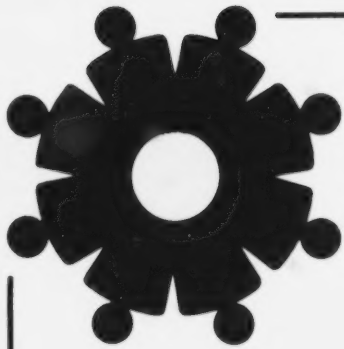
The four goals of the quality and productivity initiative of the State Board of Vocational Technical Education are:

- (a) to develop a statewide ability to help Minnesota business and industry in its drive to improve quality, productivity, and competitiveness by providing quality and productivity training through extension programs;
- (b) to give technical institute graduates a competitive edge in the employment market by integrating a 60-hour quality and productivity course into the curriculum of appropriate continuous programs;
- (c) to incorporate quality and productivity concepts and skills into the operation and management of the Minnesota Technical Institute System; and
- (d) to become a part of the Transformation of American Industry National Training Project Network.

To meet these goals the Board sponsored two training workshops, attended by nearly 100 technical institute staff and industry representatives, and a statewide conference, "Managing for Quality, Managing for Survival," which featured national speakers on quality and productivity training concepts including SPC. As a result of the conference and the Train the Trainer workshops, most of the state's technical institutes are now offering SPC training to medium-sized and small businesses in their localities.

A faculty member from Brainerd Technical Institute and an industry trainer from Acrometal Companies, Inc., also of Brainerd, attended one of the training workshops as an education-industry team. The faculty member wanted training in SPC so that he could teach the new management philosophy to vocational students as well as to industry clients, including Acrometal. The Acrometal

representative was eager to understand SPC because the company had just been offered a major new contract with a customer on condition that Acrometal shift to the SPC method of monitoring production to prevent manufacturing defects. The instructor said, "I think SPC's emphasis on systems is a good idea. Typically we go to people when we have a problem, but Deming says that 85 percent of the problems with quality and productivity are with systems, not individuals." He added, "The idea is to improve the systems--and for that, we'll rely more on worker input than in the past. There are many major changes involved for a company to change to the SPC philosophy, but these changes can contribute to better managers, better workers, and better products."



CHAPTER SEVEN

CONCLUSIONS

Four questions were posed for this study on public-private partnerships involving vocational technical education in Minnesota's high schools, secondary cooperative centers, and technical institutes. This chapter presents a series of concluding observations in response to the questions. The questions were:

1. What is the nature and scope of private sector involvement in vocational technical education in Minnesota?
2. Who benefits from this involvement? In what way?
3. What are the conditions that appear to contribute to successful private sector involvement with vocational technical education?
4. What should be done to sustain and expand successful private sector involvement?

The Nature and Scope of Private Sector Involvement

Private sector initiatives involving vocational technical education were not examined to the exclusion of those of the public sector. Addressing both was a practical consideration. Initiatives of both sectors are important and complement each other, with initiatives in one sector serving to inspire initiatives in the other. In public-private partnerships, it may not always be evident which sector initiated a particular project. It is of greater consequence to know that these initiatives are taken, whatever their source, and that they contribute to defining and obtaining significant educational objectives.

The case studied presented in this report describe partnerships that achieve their objectives relative to the initial and continuing preparation of Minnesota youth and adults for work and family roles. These case studies indicate that public-private partnerships involving vocational technical education are not a recent occurrence in Minnesota. Rather these partnerships, initiated by both sectors, represent a body of experience and knowledge on which vocational technical education can draw in current and future endeavors.

Evident in these partnerships that achieve their objectives is leadership with a clear vision of objectives to be obtained, a shared commitment of the partners to the common good, and a healthy sense of community pride and determination. In other words, there is an expressed concern about a need to be addressed, coupled with the will to muster and commit time, talent, and money to enhance the community's human resources and economic development. This sharing of time, talent, and other resources in a concerted effort to achieve objectives from which all partners stand to realize benefits appears to be an essential characteristic of successful partnerships involving vocational technical education.

Partnerships range from simple agreements, sealed with a handshake between two partners to address a local need, to multi-partner arrangements bound in legal documents and governed by boards of directors to address statewide concerns. The Belle Plaine Partnership involving the local chapter of the Future Farmers of America, a local bank, and a farmers' cooperative, is marked as much by the simplicity of its agreement and its duration of more than 15 years as it is by its accomplishments of expanding educational opportunities for local high school students. At the same time, the Minnesota Vocational Technical Trust Association--a foundation involving a host of private sector partners with the State Board of Vocational Technical Education and the State Board of Education--is a legally-complex, organizationally-sophisticated partnership with benefits accruing to students and partners statewide.

Any number of mutual concerns may inspire the creation of partnerships involving vocational technical education. These partnerships may seek (a) to define and solve acute or chronic social, economic, and educational problems; (b) to improve educational and business quality and productivity; (c) to meet government requirements; and (d) to provide students and educators with a variety of short- and long-term educational opportunities.

The complexity and configuration of a partnership is influenced by its objectives. There are a number of common, yet significant, types of partnerships involving vocational technical education, including: (a) general and program advisory committees; (b) cooperative work experience and other work-study programs; (c) adopt-a-school programs; (d) industry-based employment of internships for teachers; (e) field trips, guest speakers; and "career shadowing" programs; and (f) donation and sharing of equipment.

Given the specific arrangement, partners may include public and private secondary and postsecondary educational institutions; agricultural enterprises; business and industry, ranging from small concerns to multinational corporations; labor unions; private, non-profit organizations; local, state, and federal government agencies; and individuals.

The Beneficiaries of Private Sector Involvement

Although partnerships vary in nature, scope, and complexity, they have in common the expectation of each partner to benefit from the partnership in some way. The benefit and its value are what the partner says it is. The benefit may be immediate or delayed or both. It may be tangible or intangible or both.



In general terms, however, the practical utility of the direct assistance provided by the private sector to vocational programs to sustain and expand educational quality and productivity appears to be one of the most central benefits accruing to public-private partnerships. Another key benefit appears to be the strengthening of relationships among community interests, building in turn a firmer base for subsequent cooperative efforts.

Students in vocational programs in Minnesota's high schools, secondary cooperative centers, and technical institutes are the most obvious beneficiaries of partnerships involving vocational technical education. For some private sector partners, the benefits they realize are not always as evident or immediate as the benefits realized by students whose employability is significantly increased or by those private sector partners whose access to the number of skilled workers they need is readily improved. While a benefit may accrue to some community interests in a more measurable and immediate fashion than it does to others, the entire community may benefit from the partnerships. The overall economic and social well-being of the community stands to be strengthened through a better informed, work-ready citizenry.

Conditions Contributing to Successful Private Sector Involvement

Trust among the partners appears to be the single condition most necessary for attaining successful private sector involvement with vocational technical education. At the same time, trust appears to be created through a history of successful partnerships. While trust appears to be the most important condition, it may be the one most difficult to achieve and the one least likely to be restored if lost.

There are of course other conditions that contribute to successful partnerships. Included is leadership that is able not only to define needs, prescribe solutions, set objectives, and formulate strategies, but also to share them with others as important, desirable, and obtainable. While a commonly-shared concern and vision are required for a successful partnership, there must be, moreover, a commonly-shared commitment among all the partners to muster, deploy and follow through with resources. Furthermore, the partners need to have a clear understanding of the responsibilities assumed by each other and all need to execute fully the commitments they make. It appears also that successful partnerships periodically evaluate, however informally, their progress in attaining their objectives and review the next steps to be taken.

Sustaining and Enhancing Successful Private Sector Involvement

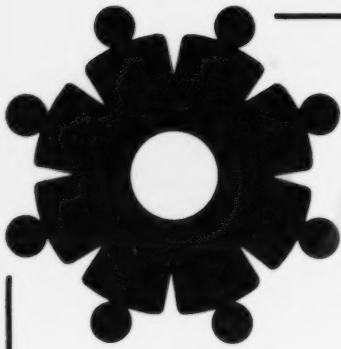
Perhaps the single most effective way to sustain and expand successful public-private partnerships involving vocational technical education in Minnesota is to publicize more adequately the successful partnerships that are already in place. A sustained statewide initiative, aimed at the general public and private sector--as well as vocational educators--could provide information about the partnerships presented in this report and others. It

would seem that a particularly useful objective of such an initiative would be to increase the awareness of both the private sector and vocational educators about partnership benefits to be gained as well as about strategies that work.

The evidence presented in this report suggests that increased participation in vocational technical education by local employers and employees serves vocational students well. Perhaps the most important message to smaller private sector concerns is that they have a contribution to make. They need to understand that their professional and trade expertise, as well as their voluntary service, are of value, are needed, and are welcomed by vocational programs at both the secondary and postsecondary levels. Although private sector contributions of money and equipment are important, so too are private sector contributions of time and talent in directly meeting pressing educational needs.

It is, however, on vocational educators that the responsibility for leadership appears to fall most often and directly. While the partnerships presented in this report reveal accomplishments in cooperative working arrangements between the public and private sectors, there is room for more partnerships and, in turn, more accomplishments.

To increase the number and quality of public-private partnerships, especially where few currently flourish, vocational educators may need assistance. Public policy and school administrations may need to be more visible in acknowledging the importance of these partnerships and the benefits to be obtained from them by vocational programs. Furthermore, policy and practice at the district level may need to be more open and willing to work cooperatively with the private sector as well as with the non-education public sector. In addition, vocational educators may need to be more adequately provided other resources--including instruction and technical assistance in partnership development and maintenance and the time to do the job.

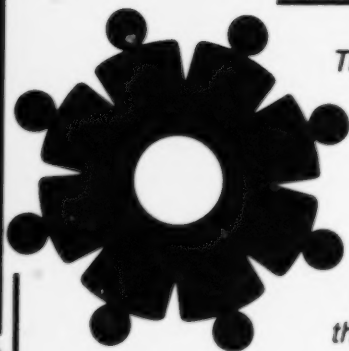


FOOTNOTES

1. Information on the history of vocational technical education is taken from Barton (1981) and Moss (1983b).
2. The definition of partnership uses elements from definitions written by Moss (1983a), Wright (1983), Hemmings (1984), Shields (1986), and the American Council of Life Insurance (no date).

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The logo of the State Council on Vocational Technical Education is an abstract representation of the citizen-councilors assembled at a round table. Designed by a commercial art student at Alexandria Technical Institute, the design was selected in 1982 from 69 entries submitted by vocational students in Minnesota's high schools, secondary cooperative centers, and technical institutes. The Council made its selection on the basis of a recommendation by a panel of representatives from the graphic arts, public relations, and media industries in Minnesota.

The State Council on Vocational Technical Education is designed to further public-private collaboration for the advancement of quality vocational programs responsive to labor market needs. Established in 1969 and designated as a state agency in 1985, the Council is composed of 13 members appointed by the Governor. Seven members represent the private sector interests of agriculture, business, industry, and labor. Six of the members represent vocational technical education institutions, career guidance and counseling organizations, special education, and targeted populations.

The Council advises the Governor, the State Board of Vocational Technical Education, the State Board of Education, the Governor's Job Training Council, the business community, the general public, and the U.S. Secretaries of Education and Labor. The Council

- (a) advises on development of the annual state vocational plan;
- (b) provides consultation on the establishment of program evaluation criteria and state technical committees;
- (c) analyzes the spending distribution and the availability of vocational programs, services, and activities;
- (d) reports on the extent to which equity is provided targeted populations;

- (e) recommends procedures to enhance public participation in vocational technical education;
- (f) recommends improvements that emphasize business and labor concerns;
- (g) evaluates the delivery systems assisted under the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act (JTPA); and
- (h) advises on policies that the state should pursue to strengthen vocational technical education, as well as initiatives that the private sector could undertake to enhance program modernization.

To enhance effectiveness in gathering information, the Council holds at least one town meeting each year outside the Twin Cities metropolitan area at which the public is encouraged to express its concern about vocational technical education in Minnesota. To enhance its effectiveness in providing information, the Council publishes a quarterly newsletter, an annual directory, and a biennial report. These publications as well as project and activity reports are available to the public.

Information on the date, time, and location of Council meetings and other activities is available by calling the Council Office at 612/296-4202.